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ABSTRACT

Situations in which group process breaks down are not uncommon. By organizing the group well, building relationships in which trust grows and makes open communication possible, many disruptive conflicts can be avoided. Still, when a blockage does occur, it is helpful to have group members trained to deal with the situation. The system used in diagnosing these situations asks the group to make a preliminary judgment about what kind of problem exists. Does it appear to be primarily due to a controversial issue, a problem of group process, a problem of persons involved, or a problem of deliberate disruption? With this choice made, a more specific diagnosis is possible and a resulting solution is suggested. It is recognized that some problems may stem from more than one cause, requiring the use of more than one technique for resolution. Exercises, activities, and facilitator guidelines are included in appendixes. (Author/IRT)

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ED141909

A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #1.5 - TROUBLESHOOTING

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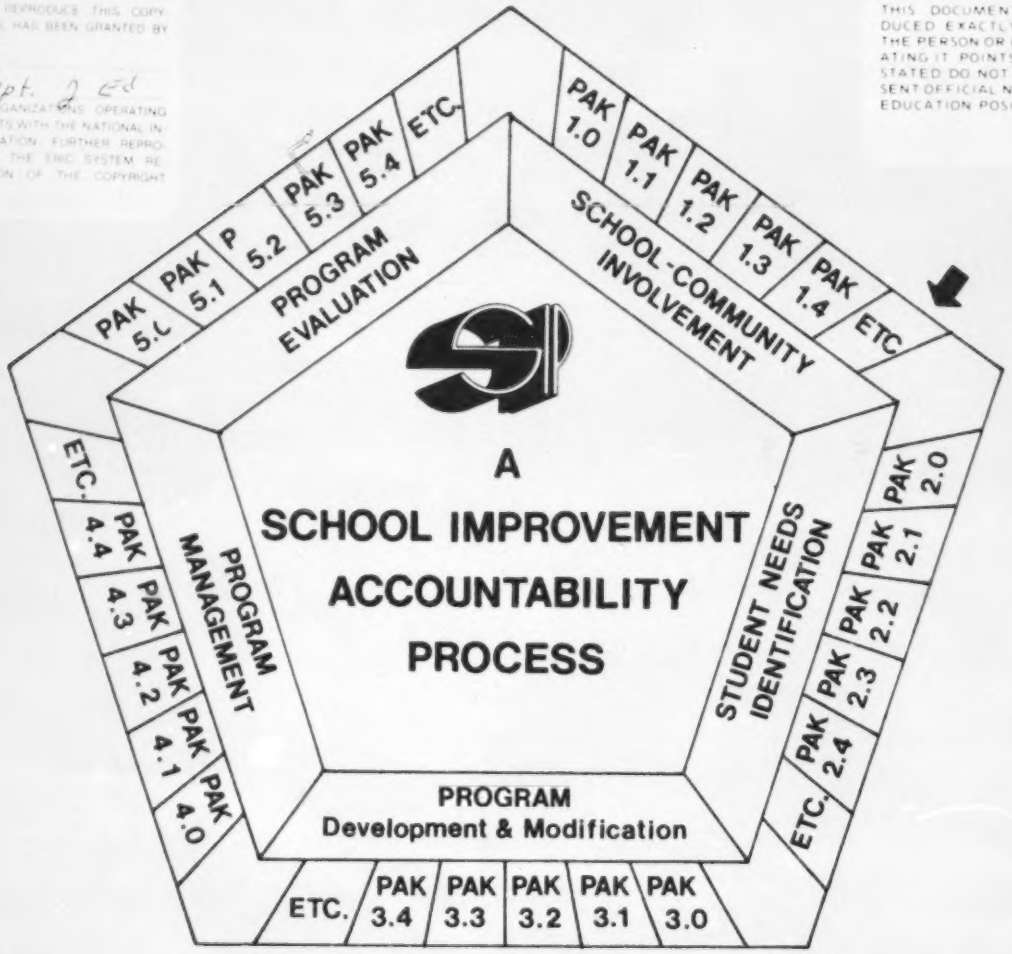

Personalized Activity Kit (PAK) for use as:

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

COLORADO DEPARTMENT OF EDUCATION

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June, 1975

A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #1.5 - TROUBLESHOOTING

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Denver, Colorado
July 1975

This PAK was written in 1973 by members of the District Planning and Accountability Services Unit.

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DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- Read content of the PAK.
- Refer to Appendix A, page 2, for additional instructions.
- Do the exercises on worksheets copies from Appendix B. (when included)
- Read the bibliography (when included).

TROUBLESHOOTING

Purpose

This PAK examines situations where progress as a group is blocked and explores ways to break through this blockage in order for the group to become more productive. Previous PAKS have dealt with elements of group process and committee functioning. If these strategies are followed carefully, many group process problems can be prevented. It is possible to do a more than adequate job, however, and still work into situations where progress as a group stops.

Recognizing a Breakdown in Group Process

Have you ever participated in a group meeting that seemed to be making little or no progress? Have you seen a group work for hours on a seemingly insignificant point? These are healthy situations when such activities are moving the group toward consensus and accomplishment of its tasks. If these results are not occurring, then there is a breakdown in group process -- an unhealthy situation. Distinguishing between a healthy and an unhealthy situation may not be easy. You as a group member might ask yourself the following questions:

1. Are we working on the problem at hand, or are we as a group constantly straying into other areas?

2. How do I feel about the group's progress?

3. What indications do I have of how others feel? (satisfaction, apathy, tenseness)

4. Does the problem being discussed merit the attention, time and effort that its resolution is taking?

If answers to these questions indicate that time is being wasted, you may attempt to diagnose the problem yourself. As a group the diagnosis may take some time, but it may bring everyone to an open search for an answer which will increase the group's productivity in the long run.

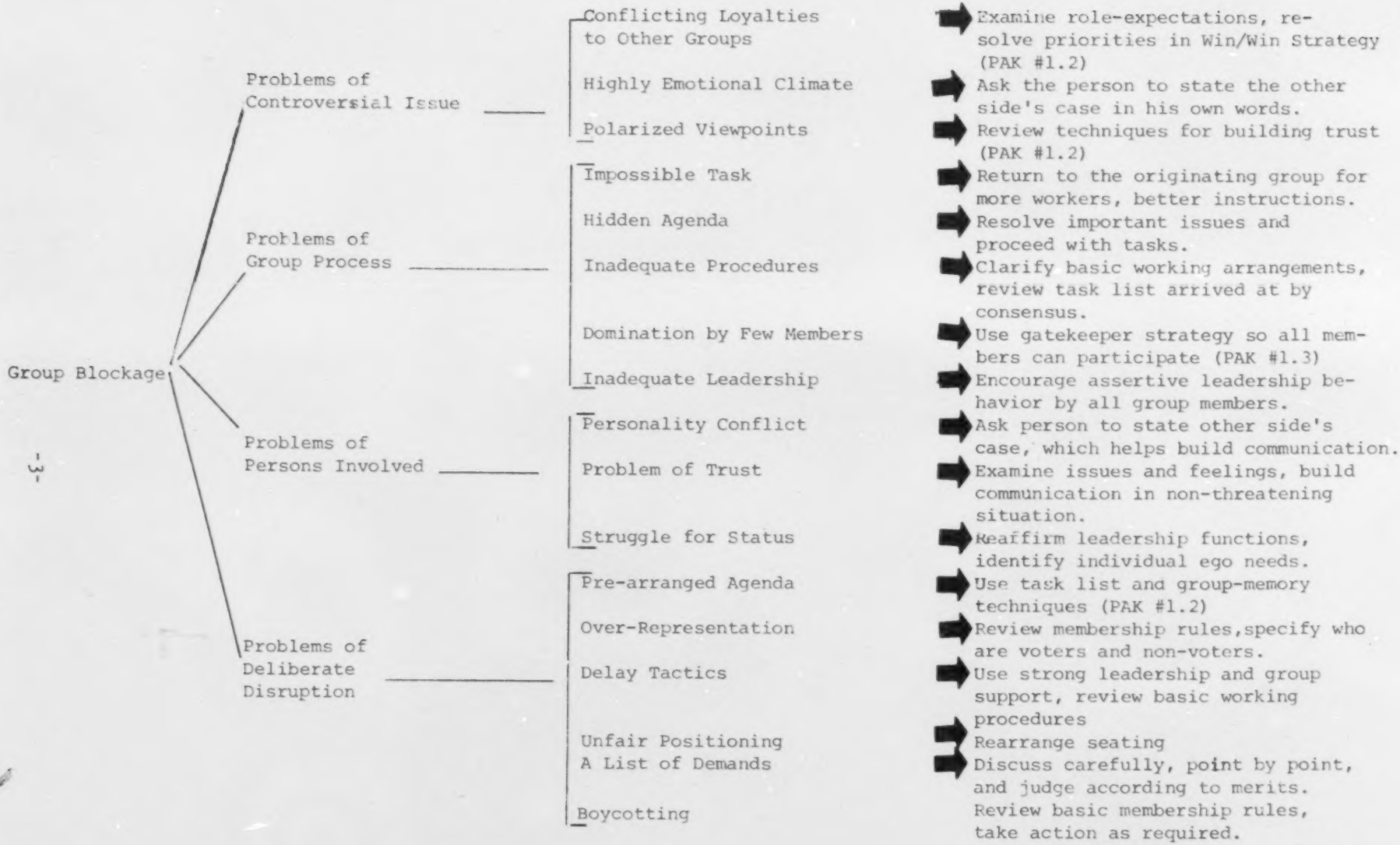
An Overview of the Troubleshooting Guide

Analyzing the breakdown in group process, once it has been identified as such, requires two basic decisions. The first calls for a judgment of the nature of the problem.

Is it due to -

1. Problems of controversial issue?
2. Problems of group process?
3. Problems of persons involved?
4. Problems of deliberate disruption?

FIGURE 1: TROUBLESHOOTING GUIDE


Group Blockage
Problems of Controversial Issue
Problems of Group Process
Problems of Persons Involved
Problems of Deliberate Disruption
Conflicting Loyalties to Other Groups
Highly Emotional Climate
Polarized Viewpoints
Impossible Task
Hidden Agenda
Inadequate Procedures
Domination by Few Members
Inadequate Leadership
Personality Conflict
Problem of Trust
Struggle for Status
Pre-arranged Agenda
Over-Representation
Delay Tactics
Unfair Positioning
A List of Demands
Boycotting
Examine role-expectations, resolve priorities in Win/Win Strategy (PAK #1.2)
Ask the person to state the other side's case in his own words.
Review techniques for building trust (PAK #1.2)
Return to the originating group for more workers, better instructions.
Resolve important issues and proceed with tasks.
Clarify basic working arrangements, review task list arrived at by consensus.
Use gatekeeper strategy so all members can participate (PAK #1.3)
Encourage assertive leadership behavior by all group members.
Ask person to state other side's case, which helps build communication.
Examine issues and feelings, build communication in non-threatening situation.
Reaffirm leadership functions, identify individual ego needs.
Use task list and group-memory techniques (PAK #1.2)
Review membership rules,specify who are voters and non-voters.
Use strong leadership and group support, review basic working procedures
Rearrange seating
Discuss carefully, point by point, and judge according to merits.
Review basic membership rules, take action as required.

See also Figures 1 - 5 in Appendix A

Once this basic judgment has been made, a number of possible underlying factors is suggested. If one of these factors can be cited with fair certainty, then a suggested course of action is provided. A diagram showing choices available is given in Figure 1, page 2 .

There are many instances where the blockage may stem from more than one problem. Human behavior is highly complex, particularly in a group situation. There may be multiple factors affecting group process and more than one action may be needed. This guide offers suggestions, but it does not solve the problems. People solve problems, if they are to be solved.

Solutions generally return to the basic questions of trust and communication. There may be situations where the problem simply cannot be resolved due to basic conflicts. There may be questions of trust that are beyond the capability of the group to resolve. Basic skills of relating to people, or caring about individuals and their concerns are essential in dealing with any group problem.

The Basic Choice: The Type of Problem

Identifying the type of problem faced by the group is essential to its solution. Some questions are suggested below. An affirmative answer suggests that the underlying causes of the problem are in that area.

A. Controversial Issues

1. Is the topic under discussion controversial?

2. Does the topic (or its implications) deal with such personal subjects as religion, race, political affiliation, sex, ethics, or morality?

3. Do most people in the group seem to have a fairly strong opinion from the beginning of the discussion?

B. Problems of Group Process

1. Does the group seem unable to keep the discussion moving?

2. Are members with an opinion kept from expressing it?

3. Are the original operating procedures for the group being changed drastically or used in ways that seem unfair?

4. Is leadership being exerted ineffectively, or not at all?

5. Is trust among group members lessening rather than growing?

C. Problems with Persons Involved

1. Is there a feeling of antagonism between certain members?

2. Do certain personalities seem naturally to conflict?

3. Is there intense rivalry for positions within the group and for acceptance of ideas regardless of the relative importance of the issue?

D. Problems with Deliberate Disruption

1. Are there indications that group rules are being circumvented to someone's advantage?

2. Does it appear that some members are using confrontation to put across their points?

3. Is there evidence that delaying tactics are being intentionally used to avoid dealing with issues?

DEALING WITH GROUP BLOCKAGE PROBLEMS

Once the nature of the problem is identified, the underlying factors can be examined. Below are some considerations to keep in mind:

A. Dealing with Controversial Issues

Group discussion of some subjects elicits strong emotional reactions. People often have their minds made up prior to group discussion. A good starting point is to decide if the group should deal with the topic. If so, use one of the strategies below. If not, move on.

1. Conflicting loyalties to other groups: A frequent source of conflict for members of a particular group is the set of ties that exist between them and other groups. As these groups often have competing aims and differing outlooks, group members will be forced to choose which position to support. The recommended course of action is to examine role-expectations of each person and work to resolve the issues with a "Win/Win Strategy," (PAK #1.2) so that a solution can be found that will enable both groups to win.

   The situation described above is a group problem requiring group resolution. Individual members can also be caught in a conflict of loyalties if they represent more than one group. This requires resolution by the individual rather than the group.

2. Highly emotional climate: Group climate should allow the open expression of feelings and emotions. There are times, however, in discussing controversial issues when it is well to examine factual information and downplay the expression of emotions. Humor and banter can often be helpful. Another device which has proved effective is to ask one person to restate the other person's position in his own words. This forces him to take a fresh outlook that often helps build understanding and trust.

   If it becomes apparent that the emotional climate is so highly charged that nothing constructive can be accomplished, consider the use of the following techniques:

   a. Adjourn the meeting and then use the Delphi Technique (PAK #1.4) Reconvene the meeting using the information gained from the Delphi Technique. Now use the Group-Memory Technique (PAK #1.2) to try to reach consensus on a Win/Win basis.

b. Call a recess. Reconvene with instructions that ideas are to be communicated only to the chairman. Alternate pro and con speakers with a set time limit. Give everyone an opportunity to be heard. Allow speakers to continue until consensus is reached, or it is apparent that another strategy is needed.

c. Refer group back to district goals and student needs to put the issue into a different perspective.

3. Polarized viewpoints: When values are involved, people are reluctant to alter their position and no amount of logic or group pressure is likely to have any effect. One technique for dealing with this situation is discussed in #2 (Highly emotional climate) -- having one person restate the other's argument. In some cases it may be possible to discuss privately what could not be said publicly and thus work out an acceptable solution.

Polarized viewpoints can also occur when determining what the problem is and what the solution should be. If this kind of disagreement occurs, then a good strategy is to use creative thinking processes. The creative thinking processes can be found in the 3.0 series of PAKs for Program Development/ Modification. The committee may also want to learn how to generate as many ideas as possible, where all ideas are accepted and no ideas rejected. Then the committee can learn how to establish standards or criteria to be used in choosing either a single or a mix of best ideas. This skill is also found in the 3.0 series of PAKs.

B. Problems of Group Process

Problem situations may originate in a breakdown of group process rather than in the issues involved. Novel situations, however, are constantly appearing in group processes and these must be dealt with by the group, using troubleshooting techniques.

1. Impossible task: It is not uncommon for a larger group to delegate a task to a smaller group simply to get the matter off its own agenda. The committee may or may not be equipped to carry out the task. Complaints that the group is too small and apathy on the part of members may be indicative of this problem. In addition, the specific tasks of the group may not be spelled out in enough detail for the group to proceed. Return to the originating group for more workers and/or better instructions (PAK #1.1).

2. Hidden agenda: This condition is found among most groups at work on problems. Each person has his own idea of the priority order in which items should be discussed -- a judgment which often will not coincide with the formal agenda. It is better to spend time clearing away the hidden agenda to make progress possible on the formal agenda. The more openly these considerations can be discussed, the more likely progress will be made.

3. Inadequate procedures: Much of a group's problem in resolving an issue may be due to a lack of workable procedures. The group may be so formally structured as to keep members from voicing their real opinions. On the other hand, it may be so informally structured as to bring about the same result -- no one feels free to speak. If the procedures for collecting facts and information break down, members will resort to their own opinions. When decisions are reached, if the opinions of a large segment of the group are ignored, the outcome will be less than desirable. It is suggested that the group clarify and improve its basic working relationships, with the tasks of the group in mind. From this the group should develop a new set of more appropriate procedures.

4. Domination by a few members: While the persons who are left out of the discussion will likely be aware of it, the person(s) dominating the conversation will probably not be aware of it. How this situation is handled depends upon the nature of the group, but it must be resolved if the group is to work together effectively. An expert leader can guide the discussion to include all members of the group. Other members can support each other and encourage assertive behavior in those less likely to speak up. This is a leadership function called gatekeeping.

5. Inadequate leadership: When it is obvious that group leadership is not functioning well, the group should review the packet on leadership techniques (PAK #1.3).

C. Problems of Persons Involved

Individual members bring with them their own personal needs and problems. These can influence the effectiveness of the group.

1. Personality conflicts: Each person has his own ways for dealing with personality conflicts. If two such members are to work well together in the group, there has to be an opening up of non-threatening communication between them and a corresponding building of trust. In some cases the two may be able to deal with their conflict openly and with the help of the group gain a better appreciation of each other.

2. Problem of trust:: Various procedures for building trust in the group were discussed in PAK #1.2. It is important that members tell the truth; that they keep confidences; that they do not undermine the group's purposes, and that they do not downgrade any person in the group. Where there is a misunderstanding it may be helpful to examine the issues and feelings of the persons concerned, in private or as a group.

3. Struggle for status: It may become apparent that certain members of the group are vying with each other for status or power within the group. They will contest each other's position -- not to support a position they really believe in or to clarify the issue -- but simply to undermine the other's position with the group. Ascertaining that this is the case is difficult. An effective leader, with the support of others in the group, may redirect these efforts. If the group climate is right, members can honestly question others' actions and clarify the consequences of these actions.

D. The Problem of Deliberate Disruption

Tampering with group process is certainly not new. It is practiced by all kinds of groups and individuals. Attempts to influence the group, so long as they are legitimate and within the rules of the group, are expected and encouraged. When the methods are deliberately deceptive, they should be halted and redirected. The most harmful aspect of these techniques, besides their basic unfairness, is that they undermine the trust relationship within the group and can even destroy the group.

One of the more frequent encounters faced by school personnel is that of dealing with representatives of militant groups. The general strategy involved in dealing with each case derives essentially from a view of the causes. Militancy stems from a lack of communication and a basic disagreement on issues. There is often a feeling that interests are being slighted, and, in fact, they may be. The group's best strategy when dealing with militants lies in active listening and not overreacting. The group should take positive action on valid demands. To have long-term effectiveness, communications must be improved and trust must be built.

The following tactics are some which have been used for deliberate disruption by all kinds of individuals or groups. The actions to take are suggestions; they are certainly not given as final answers.

1. Prearranged agenda: Apparently certain group members have met beforehand and decided upon certain decisions which they expect the group to make. When this is suspected, it should be challenged openly and frankly discussed, if possible. If not resolved, this situation can result in feelings of powerlessness by the excluded members.

2. Unfair positioning of members in the setting up of the group: Certain central positions in the seating arrangement of a group are more advantageous than others. Can each group member see and communicate with all other members? If not, rearrange the seats. The circular seating arrangement gives a more fair advantage to each member.

3. A list of demands may be presented: The strategy is to demand far more than can be expected, with the eventual aim of achieving some compromise which will be more advantageous than if the demands had not been presented. These must be discussed carefully, point by point. The group should take positive action on the valid demands -- immediate action where feasible -- long-range action otherwise.

4. Over-representation: Instead of arriving with the specified number of members, the group sends far more representatives than it is entitled to send. This is a good time to review the rules laid down in the beginning, noting any distinction between voting and non-voting representatives.

5. Boycotting: At times members will absent themselves from the meeting to show lack of support for policies, or to keep from having a quorum present. When these members return to the group without having gone through the preparatory work necessary to help make decisions, the group should review its rules of operation. The group should then attempt to orient the boycotters, bringing them to the point in the discussion which the full group has reached.

6. Delay tactics: A person or group may attempt to stall action on a particular consideration to which they are opposed. By blocking action on the measure, they accomplish their end of defeating the measure.

It is important that leadership be exerted and that members support action that remains within the rules of the group. How this type of situation will be handled depends upon the rules of the group and upon the procedures that have been established. Examples of commonly heard phrases used to delay decisions are included in the individual exercise that follows.

INDIVIDUAL EXERCISE

How many of the following statements have you made in the past five years?

_____ 1. We tried that before.
_____ 2. Our place is different.
_____ 3. It costs too much.
_____ 4. That's beyond our responsibility.
_____ 5. We're all too busy to do that.
_____ 6. That's not my job.
_____ 7. It's too radical a change.
_____ 8. We don't have the time.
_____ 9. Not enough help.
_____ 10. That will make our equipment obsolete.
_____ 11. Our organization is too small.
_____ 12. Not practical for busy people.
_____ 13. The students will never buy it.
_____ 14. We've never done it before.
_____ 15. It's against policy.
_____ 16. Runs up our overhead.
_____ 17. We don't have the authority.
_____ 18. That's too "ivory tower."
_____ 19. Let's get back to reality.
_____ 20. That's not our problem.
_____ 21. Why? It's still working okay.
_____ 22. I don't like the idea.
_____ 23. You're right -- but ... .
_____ 24. You're two years' ahead of your time.
_____ 25. We're not ready for that.
_____ 26. We don't have the equipment or the room.
_____ 27. We don't have the personnel.
_____ 28. It isn't in the budget.
_____ 29. You can't teach an old dog new tricks.
_____ 30. That's a good thought, but impractical.
_____ 31. Let's discuss it later.
_____ 32. Let's give it more thought.
_____ 33. Put it in writing.
_____ 34. They'll laugh at us.
_____ 35. Not that again!
_____ 36. Where'd you dig that one up?
_____ 37. We did all right without it.
_____ 38. That's what to expect from the staff.
_____ 39. It's never been tried before.
_____ 40. Let's form a committee.
_____ 41. Has anyone else tried it?
_____ 42. I don't see the connection.
_____ 43. It won't work.
_____ 44. I don't like the way this discussion is going .. I'm leaving.
_____ 45. Maybe that will work in your department, but ... .
_____ 46. Let's all sleep on it.
_____ 47. I know a fellow who tried it, but .. .
_____ 48. Too much trouble to change.
_____ 49. We've always done it this way.
_____ 50. It's impossible.
_____ 51. Additional statements ------

_____

_____

PAK #1.5 Exercise 1

Troubleshooting Group Situations

In small group, with 5 - 8 members, discuss how you would handle the following situations where need for troubleshooting is apparent.

If working alone think these situations through on your own. If possible, discuss them with at least one other person.

Write your description of the course of action you would take. See Exercise Sheet in Appendix B-1. Use sheet provided by your facilitator, or write your answers on a separate sheet. Please do not write in this PAK.

Situation #1:

Your group contains one person who tends to dominate the conversation. Other members seldom get an opportunity to say how they feel, since he generally has a reaction on every subject. What can you do to resolve this problem?

a. As a leader?
b. As a group member?

Situation #2:

Two members of your group are arguing vehemently over a seemingly unimportant agenda item. This is not the first time they have held up the progress of the group. What can you do to resolve the conflict?

a. As a leader?
b. As a group member?

Situation #3:

Following your last meeting one confidential item discussed by the group was leaked to the press and made the next day's newspapers. What action do you take?

a. As a leader?
b. As a group member?

Situation #4:

You know that your group will be discussing the proposed closing of a neighborhood school at its next meeting. The community is quite upset. What action can you take?

a. As a leader?
b. As a group member?

Situation #5:

Your school board has asked you to serve with three other people to investigate and make recommendations about ways to decrease delinquency among teenagers in your community. You have no additional instructions, and are just starting your first meeting. What do you do?

a. As a leader?
b. As a group member?

SUMMARY PAK #1.5

Situations where group process breaks down are not uncommon. By organizing the group well, building relationships where trust grows and makes open communication possible, many disruptive conflicts can be avoided. Still, when a blockage does occur, it is helpful to have group members trained to deal with the situation.

The system used in diagnosing these situations asks the group to make a preliminary judgment about what kind of problem exists. Does it appear to be primarily due to:

1. A controversial issue?

2. A problem of group process?

3. A problem of persons involved?

4. A problem of deliberate disruption?

With this choice made, a more specific diagnosis is possible and a resulting solution is suggested. It is recognized that some problems may stem from more than one cause, requiring the use of more than one technique for resolution.

It is hoped that when group members become aware of problem situations they will recognize them and avoid the pitfalls. When such a situation presents itself, several alternative strategies to use in dealing with the situation, either as a leader or as a group member, should be available.

SELECTED REFERENCES FOR FURTHER STUDY

1. Kahn, Si., How People Get Power: Organizing Oppressed Communities for Action. New York: McGraw Hill, Inc., 1970.

2. Miles, Matthew B., "Human Relations Training: Processes and Outcomes," Journal of Counseling Psychology, 7:4:301-306, 1960.

3. Thelen, Herbert A., Dynamics of Groups at Work. Chicago: University of Chicago Press, 1954.

4. Trecker, Audrey and Harleigh, How to Work with Groups. New York: Whiteside, Inc., 1952.

APPENDIX A

FACILITATOR'S GUIDE FOR GROUPS

Each PAK has been organized around a fundamental and widely recognized generalization of how people learn. Learning occurs more efficiently when an overview is presented first. Succeeding learning experiences then take the person deeper into each concept adding more specific details. There may be several levels of exposure until real expertise is developed.

Workshop Specifications

I.	Time Required:	Two hours
II.	Facilities:	One room for each 24 participants. Participants to be seated at tables (maximum of six per table). Rooms should provide adequate accoustics and physical comfort suitable for a workshop session.
III.	Equipment & Material Needs:	One overhead projector and viewing screen per room
		Power extension cord (1 per room)
		Transparency sheets
		Grease pencils
		Butcher paper
		Masking tape
		Chalkboard, chalk, eraser
		Name tags (if necessary)

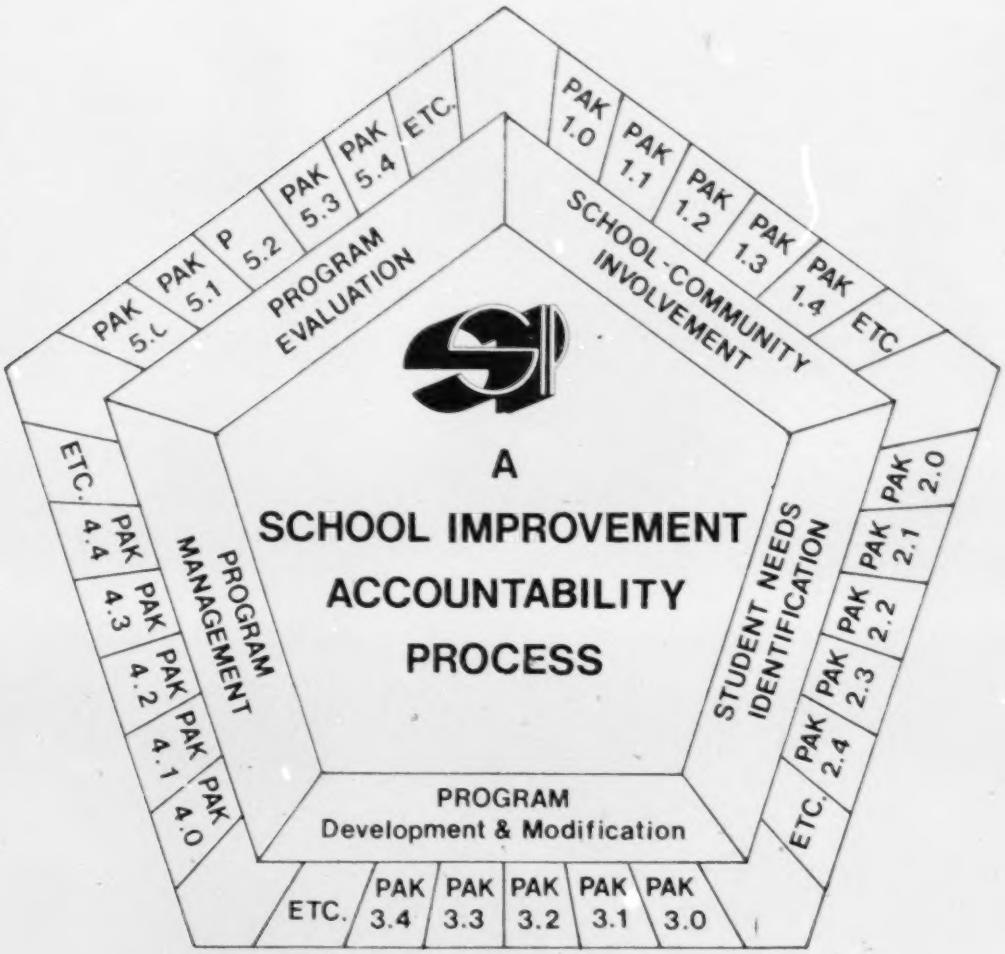
Workshop Activities for PAK #1.5

The following list of activities is suggested and may be modified at your discretion:

1.	15 min.	Have the participants read the materials beginning on page 1 up to the Exercise. Share questions and reactions.
2.	50 min.	Working individually do the Exercise. In small groups share your answers.
3.	35 min.	Have each small group share its analysis of one situation with the total group.
4.	20 min.	Call attention to the Summary (page 12). Remind the participants to complete the PAK critique form and turn it in to you.

NOTE: As quickly as possible, review these critique forms for feedback information that may be helpful when you conduct another workshop.

Total time approximately 2 hours.


A
SCHOOL IMPROVEMENT
ACCOUNTABILITY
PROCESS
SCHOOL-COMMUNITY INVOLVEMENT
PAK 1.0
PAK 1.1
PAK 1.2
PAK 1.3
PAK 1.4
ETC.
STUDENT NEEDS IDENTIFICATION
PAK 2.0
PAK 2.1
PAK 2.2
PAK 2.3
PAK 2.4
ETC.
PROGRAM Development & Modification
PAK 3.0
PAK 3.1
PAK 3.2
PAK 3.3
PAK 3.4
ETC.
PROGRAM MANAGEMENT
PAK 4.0
PAK 4.1
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PROGRAM EVALUATION
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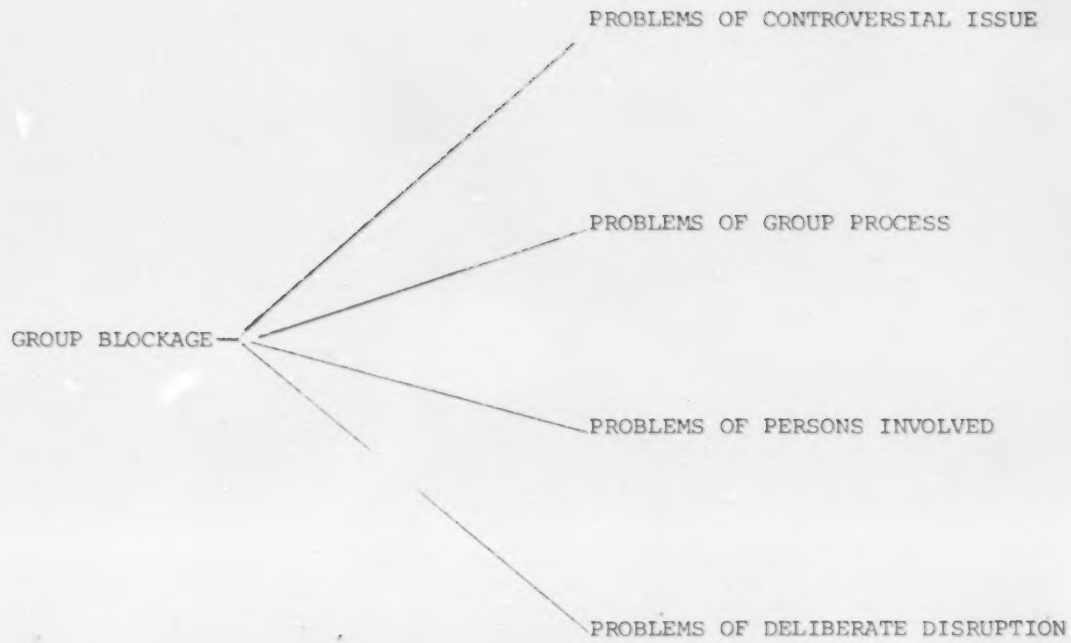

Figure 1: Dealing with Group Blockage (Overview)

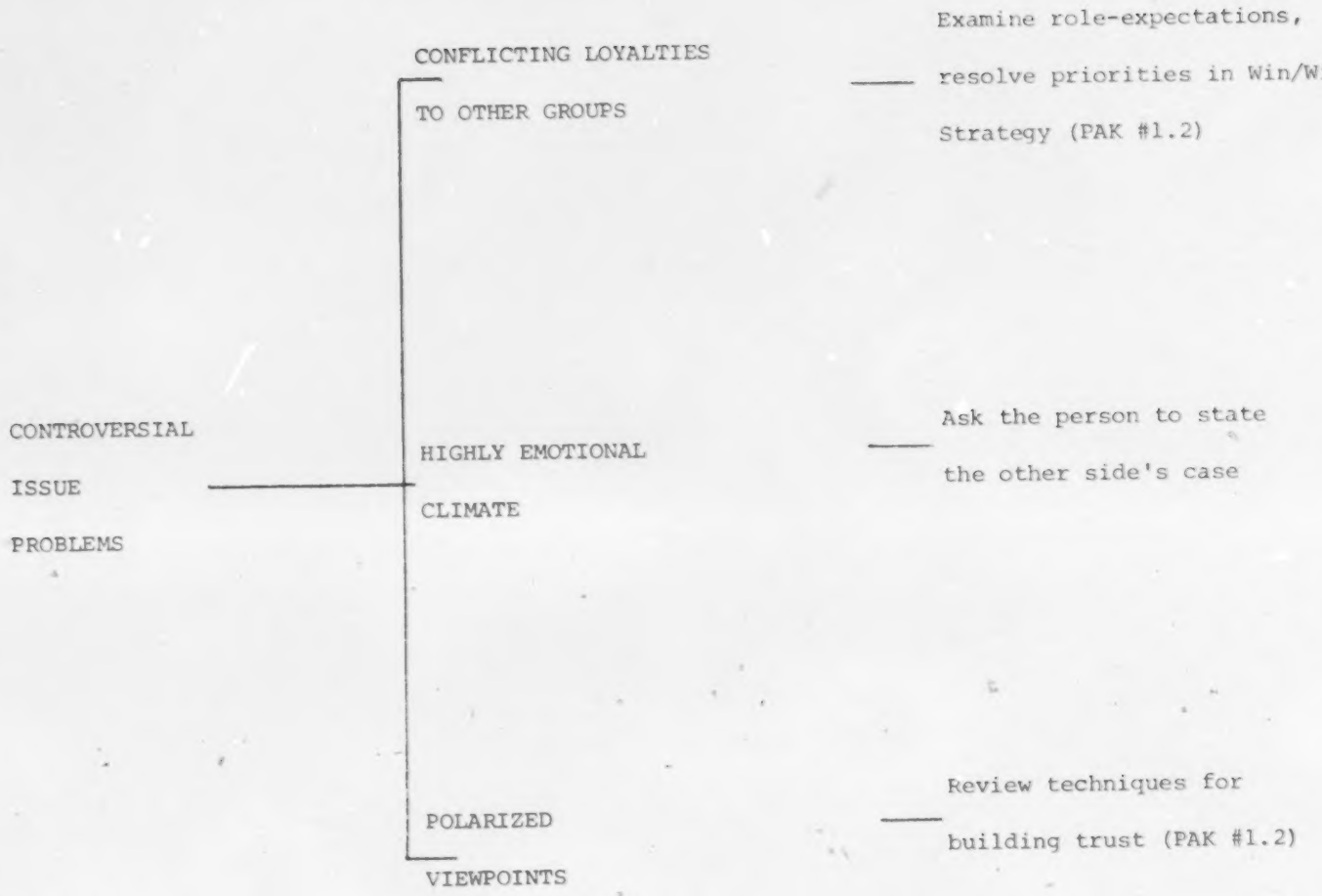
CONTROVERSIAL ISSUE PROBLEMS
CONFLICTING LOYALTIES TO OTHER GROUPS
HIGHLY EMOTIONAL CLIMATE
POLARIZED VIEWPOINTS
Examine role-expectations, resolve priorities in Win/Win Strategy (PAK #1.2)
Ask the person to state the other side's case
Review techniques for building trust (PAK #1.2)

Figure 2: Problems with a Controversial Issue

PROBLEMS WITH GROUP PROCESS
IMPOSSIBLE TASK
Return to originating group for more workers, better instruction
HIDDEN AGENDA
Resolve important issues and proceed with tasks
INADEQUATE PROCEDURES
Clarify basic procedures review group task list
DOMINATION BY FEW MEMBERS
Use leadership function of gatekeeping
INADEQUATE LEADERSHIP
Encourage assertive leadership behavior by all group members

Figure 3: Problems with Group Process

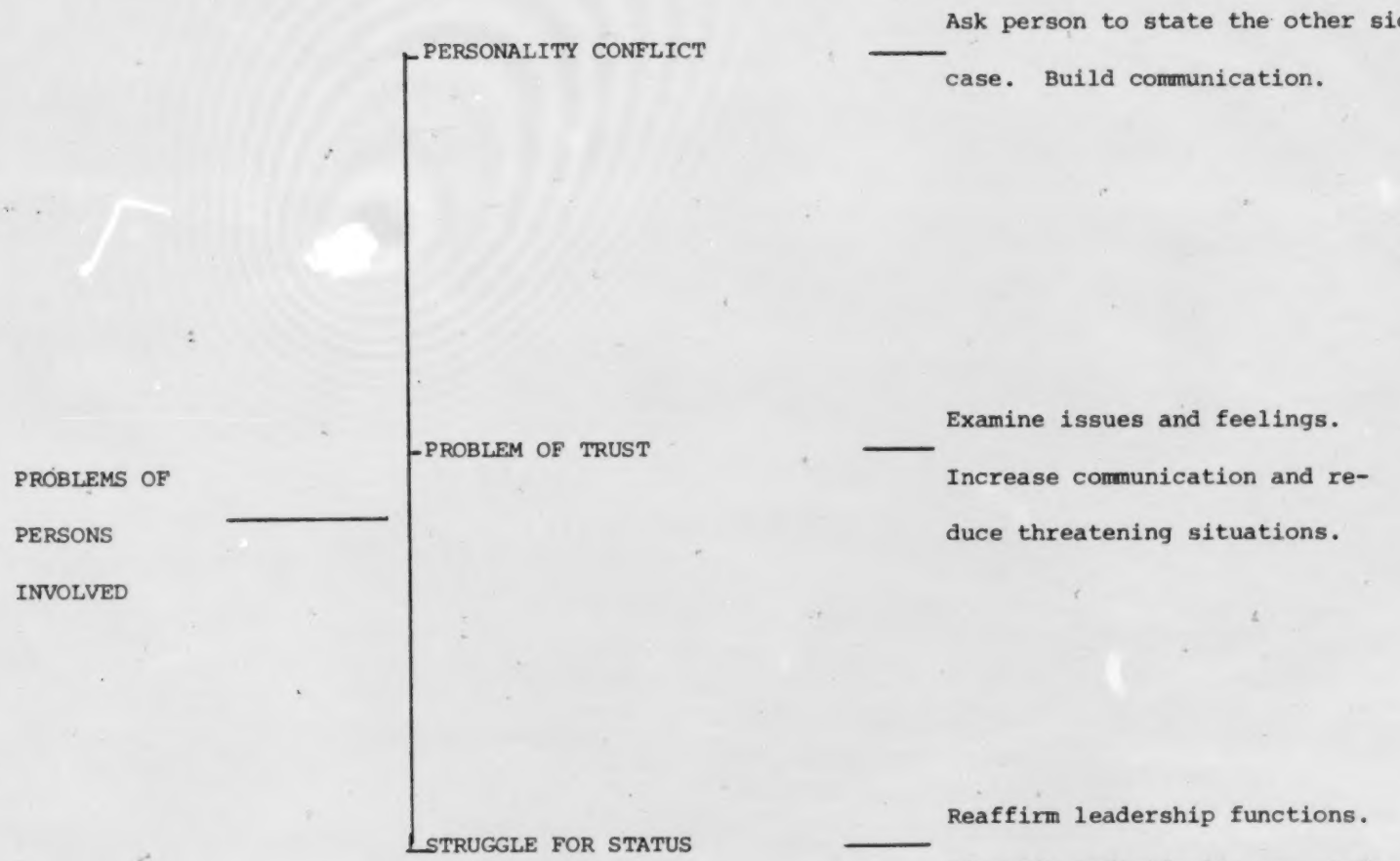
PROBLEMS OF PERSONS INVOLVED
PERSONALITY CONFLICT
Ask person to state the other side's case. Build communication.
PROBLEM OF TRUST
Examine issues and feelings. Increase communication and reduce threatening situations.
STRUGGLE FOR STATUS
Reaffirm leadership functions. Identify individual's ego needs.

Figure 4: Problems of Persons Involved

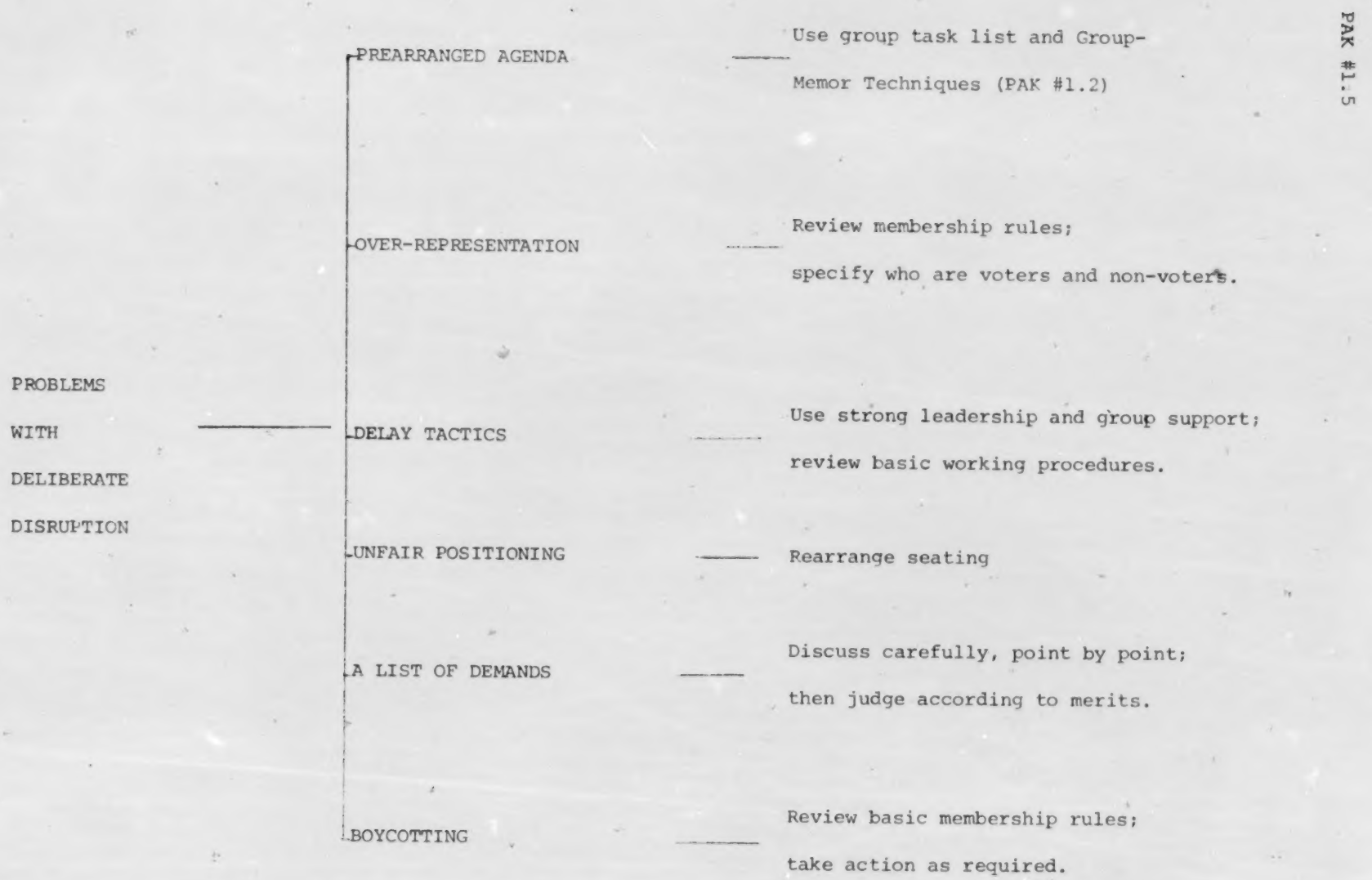
PROBLEMS WITH DELIBERATE DISRUPTION
PREARRANGED AGENDA
Use group task list and Group-Memor Techniques (PAK #1.2)
OVER-REPRESENTATION
Review membership rules; specify who are voters and non-voters.
DELAY TACTICS
Use strong leadership and group support; review basic working procedures.
UNFAIR POSITIONING
Rearrange seating
A LIST OF DEMANDS
Discuss carefully, point by point; then judge according to merits.
BOYCOTTING
Review basic membership rules; take action as required.

Figure 5: Problems of Deliberate Disruption

APPENDIX B

Worksheet for Exercise 1

Situation #1:

Type of situation as discussed in this PAK_____

Action you would take as group leader:_____

Action you would take as group member:_____

Situation #2:

This appears to be due to:_____. It might also be a problem with_____

Action you would take as group leader:_____

Action you would take as group member:_____

Situation #3:

Type of situation as discussed in this PAK:_____

Action you would take as group leader:_____

Action you would take as group member:_____

Situation #4:

Type of situation as discussed in this PAK:_____

Action you would take as group leader:_____

Action you would take as group member:_____

Situation #5:

Type of situation as discussed in this PAK:_____

Action you would take as group leader:_____

Action you would take as group member:_____

PAK #
(Please fill in number)

PAK CRITIQUE FORM

Please give vour assessment and comments on the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials .						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT-STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						